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ABSTRACT

A study was conducted by students in two sections of a writing course at the Midlothian Campus of Virginia's John Tyler Community College to determine the characteristics of the college's adjunct faculty and their satisfaction with contract conditions, working conditions, and opportunities for professional development. Students developed a questionnaire and distributed it to all 50 adjunct faculty at the campus, with responses being received from 45 faculty members. Study findings included the following: (1) adjuncts represented 83% of the campus' faculty, while 33.3% were between the ages of 36 and 45 and 58% were female; (2) 64.4% had received a Master's degree, 15.6% held a doctoral degree, and only 8.9% had a Bachelor's degree; (3) 42.2% were extremely or mildly dissatisfied with their salary, while 62.2% felt secure that their contract would be renewed and 64.4% were definitely interested in having their contracts renewed for the next semester; (4) the majority of respondents indicated that they were invited to meetings, but one-third or less attended; (5) 66.7% were either moderately or extremely satisfied with communication with administration; and (6) while 44.4% indicated that they were interested in attending professional development seminars, 86.7% were unaware of or have minimal knowledge of the statewide Professional Development Initiative. Contains faculty comments to open-ended questions and 14 references. Appendixes provide information on the college, the survey instrument, a table of respondents by subject area, and a list of student research groups and project responsibilities. (BCY)

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ED 390 475

SURVEY OF ADJUNCT FACULTY AT JOHN TYLER--MIDLOTHIAN

BY

STUDENTS IN ENG 112-M5B & ENG 112-M8B

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ACKNOWLEDGMENTS

We wish to thank those institutions and people who provided information for this report. We would especially like to extend our gratitude to Dr. Carmon Kiah at John Tyler Community College's Office of Assessment, Research and Planning for the valuable information that helped us collect all our data. We would also like to thank Marlene Cohen and Mary Kaye O'Neill at Prince George's Community College for granting us permission to use their survey as a foundation and reference for our questionnaire. Finally we would like to express our gratitude to John Tyler--Midlothian staff members Mildred Keen, June Pallo, and Mary Salmon for their secretarial support.

PROJECT DEFINITION

The ratio of part-time to full-time faculty at the John Tyler--Midlothian Campus is overwhelming, fifty to ten. Therefore, we feel adjunct faculty satisfaction is an essential part of the college's well-being. With this in mind, we shall survey adjunct satisfaction with contract conditions, working conditions, and opportunities for professional development. We shall also examine their personal characteristics, characteristics which may prove to be relevant factors in their individual decision making. Our data will then be organized and presented to John Tyler's administrative body, suggesting ways in which they might better accommodate our adjuncts.

INTRODUCTION

This report represents the results of a local survey of the adjunct faculty at John Tyler--Midlothian campus by two writing classes (ENG 112).

As students of these two classes, we analyzed an article by Larry Roderer and Betty Weissbecker, entitled "Perspectives on Part-time Teaching in Community Colleges: Pressures, Politics and Prospects," which was published in the Virginia Community College Association (VCCA) Journal, Summer 1990. From this article we learned that the ratio of adjunct versus full-time instructors in the Virginia Community College System (VCCS) was increasing substantially. Because of the large number of adjuncts being hired, J. Sergeant Reynolds Community College interviewed adjunct instructors from several colleges and found communication, working conditions, and professional development to be the main areas concerning adjunct instructors (Roderer 30).

Regarding contract conditions there are problems with pay and scheduling. These faculty members are only hired for one semester at a time; consequently, insecurities exist concerning the renewal of their contracts. The opportunity to extend contracts is an option to improve the conditions. In addition, adjuncts are paid one-third of what their full-time colleagues are paid (Twigg 7). The conditions in which the adjunct faculty are working under are less than favorable.

Many of the adjunct faculty voiced concerns over working conditions. They mentioned not having access to an office, office equipment or supplies. Furthermore, they were not informed about the institution, nor did they have contact with full-time instructors. Adjunct faculty received

little or no feedback on their teaching performance and they felt excluded from their departments because they were not invited to meetings nor asked to contribute ideas (Roderer 31).

Several areas of professional development indicated that adjunct faculty are dedicated and interested instructors. Some feel their performance could be improved if colleges provide feedback by evaluation, along with consultations. Several researchers note that professional development programs and information should be developed to meet adjunct faculty needs (Osborn 19).

Adjuncts comprise a high percentage of the faculty because they are hired with the assumption that their abilities are comparable to those of full-time instructors. As Friedlander states, "few, if any studies have been conducted to determine whether, in general, students who enroll in courses taught by adjunct faculty receive instruction inferior to that offered by full-time instructors" (Friedlander 28).

Research conducted by Fedler, Jackson, Iadevaia, and Spangler, for example, compared grade distribution, student success rates, and faculty évaluations between adjunct and full time faculty. It is important to note that each of the studies concluded that there is "no significant difference" in performance. Still, three of these four studies agreed that students of full-time instructors perform better than those of adjuncts, while the fourth did not contradict this finding. Furthermore, students of full-time instructors tended to stay in school and to rate their teachers more highly even when students were not aware of their instructors' status.

These studies raised our awareness that differences may exist in the performance of adjunct and full-time instructors. Furthermore, we believe that the conditions under which

adjuncts work may affect their performance, which is why the findings from this survey are significant to the success of this college and its students.

With this information we decided to investigate the John Tyler--Midlothian campus to understand what issues concern our adjunct faculty. John Tyler--Midlothian is a small temporary campus that services approximately 1,500 students per semester (for a history of the school, see Appendix 1 and 2). During the 1994-1995 academic year 74 (57%) of the classes were taught by adjunct faculty members. The ratio at the Midlothian campus is 50 adjuncts versus 10 full-time instructors; consequently, we felt adjunct instructor satisfaction is essential to the success of this two year institution.

Nationwide there is a greater number of adjuncts employed in two-year colleges than most other post-secondary institutions. Adjuncts, because they are not compensated at rates comparable with their full-time counterparts, are an important cost-effective resource for continuous budget constraints. Colleges are then able to accommodate strict budgets with more class offerings and escape paying full-time salaries (Friedlander 28).

After analyzing other articles about adjuncts at two year colleges and with the help of Dr. Carmon Kiah of John Tyler's Office of Assessment, Research and Planning, we developed a survey to be distributed to the adjuncts at the John Tyler--Midlothian campus. Our objective with this survey was to focus on concerns of the adjunct faculty members at the John Tyler--Midlothian campus. As students at this location, we felt limiting the survey to just one campus would make obtaining the information easier and more manageable in collating our final report. Results of this survey informed us about the adjuncts at this campus and their perspectives on how their working conditions affect their jobs.

We have included recommendations to John Tyler's administrative body to heighten awareness of and to better accommodate the needs of the adjunct faculty. As Roderer and Weissbecker state, "Since adjunct faculty teach forty to sixty percent of the classes in the community colleges, if they are not considered and encouraged, we may see the effect on forty to sixty percent of our students"(32).

METHODOLOGY

Two sections of English 112 at John Tyler--Midlothian combined their research efforts to determine adjunct satisfaction at the campus. Both classes formed groups that were assigned individual tasks for completing a final report (for a list of participants and responsibilities see Appendix 5).

Early in the semester, we reviewed literature to better familiarize ourselves with the relationship between adjuncts and colleges. One article by Larry Roderer and Betty Weissbecker reviewed the role that adjuncts play in the college setting and served as an aid when it came time to formulate our questionnaire. In addition, articles covering topics such as adjunct grade distribution and the advantages and disadvantages of hiring adjuncts were discussed and reviewed during the semester.

In developing our survey we used a questionnaire from a study conducted at Prince George's Community College as a model for our own in terms of question format and appearance. Our questionnaire included open-ended and yes/no questions concerning communication, contract conditions, professional development, working conditions and basic biographical information. We also encouraged the writing of any additional comments that the adjuncts felt could help us.

The completion of our questionnaire enabled us to write our project definition. In our project definition we set the direction that we wanted to take as well as the means we would use to obtain the final results.

The fifty adjuncts at John Tyler--Midlothian received a copy of the "Survey of JTCC--Midlothian Adjunct Faculty" (see Appendix 3) with an initial letter. Two follow-up letters were sent to those who did not respond.

Of the 50 adjuncts surveyed, 45 responded yielding a response rate of 90%. (For a list of the number of respondents by subject area see Appendix 4). Collating the results included counting, recording and analyzing the responses. Any additional comments were recorded verbatim to give you as accurate a picture as possible. With the results coming in, each group focused their attention on writing their individual section of the study. All sections of the report were analyzed and revised by each class as a group.

The data given in this report reflects answers given to us and is therefore only as accurate as the information we received. Furthermore, some adjuncts have taught at other John Tyler Community College campuses and their responses may have been influenced by experiences at another campus. Nevertheless, because of the high response rate and quality of instructors at John Tyler--Midlothian, we feel that our results are very accurate. We hope this study will help you better understand adjuncts and their role at John Tyler--Midlothian.

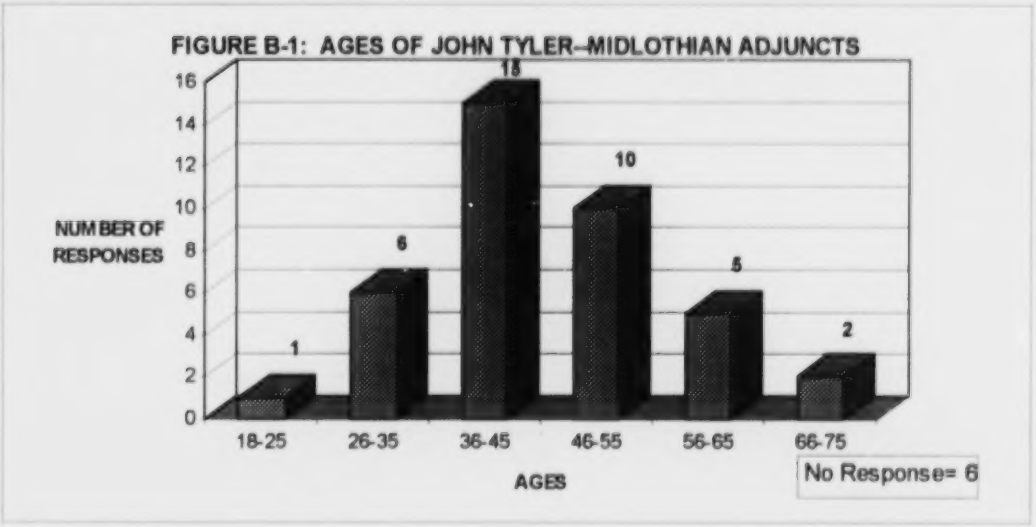
ADJUNCT DEFINITION AND DESCRIPTION

For this study, an adjunct is classified as a part-time instructor characterized on the basis of contract specifications established by the administration of John Tyler Community College. Each adjunct is hired under the following stipulations: semester to semester employment, credit-hour based salary, and the exclusion of fringe benefits. Overall, John Tyler Community College employs 200 adjuncts; the Midlothian campus employs a total of 50 adjuncts (83% of its faculty) in contrast to 10 full-time instructors (17%). The Survey of Adjunct Faculty yields insight into the various aspects of a part-time instructor's employment at John Tyler--Midlothian. Biographical information is a necessary component in providing an accurate analysis of the average adjunct's background. Presenting such data will provide a reflection of the institution's measure of diversity. Fundamental inquires were posed with respect to personal characteristics and professional experience primarily to gain an overview of the John Tyler--Midlothian adjunct.

PHYSICAL DESCRIPTIONS

AGE

Fifteen (33.3%) adjuncts fall between the ages of 36 and 45. Six (13.3%) adjuncts are between 26 and 35 years of age, while 10 (22.2%) occupy the 46 to 55 age category. Five (11.1%) are between 56 and 65 years, and 2 (4.4%) adjuncts fall between 66 and 75 years old, and 1 (2.2%) between 18 and 25. Only 6 (13.3%) out of the 45 who responded did not indicate their ages (Figure B-1).

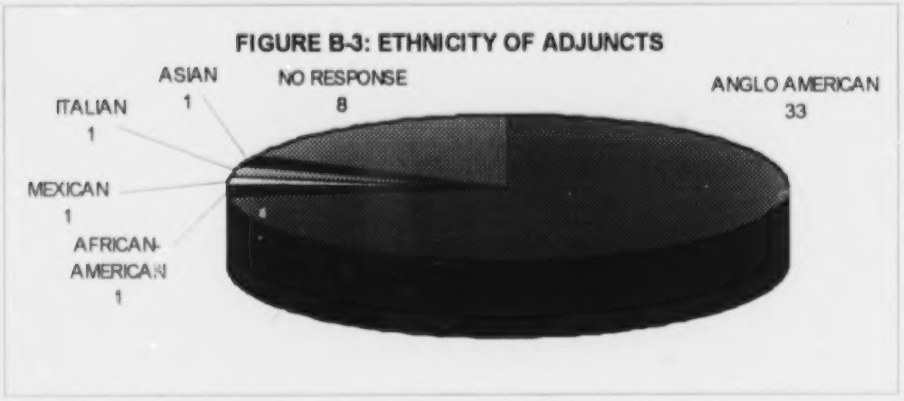


GENDER

John Tyler--Midlothian employs a ratio of 29 (58.0%) female adjuncts to 21 (42.0%) male adjuncts. The responses we received gave us a ratio of 23 (51.1%) females to 20 (44.4%) males; therefore, our survey accurately reflects the male/female ratio of the adjunct faculty

ETHNICITY

An overwhelming contrast was discovered in consideration to adjunct ethnicity. Thirty-seven (82.2%) signified their ethnicities, while 8 (17.8%) chose not to reply. Thirty-three (73.3%) Anglo Americans, 1 (2.2%) Italian, 1 (2.2%) African-American, 1 (2.2%) Mexican, and 1 (2.2%) Asian responded (See Figure B-3)

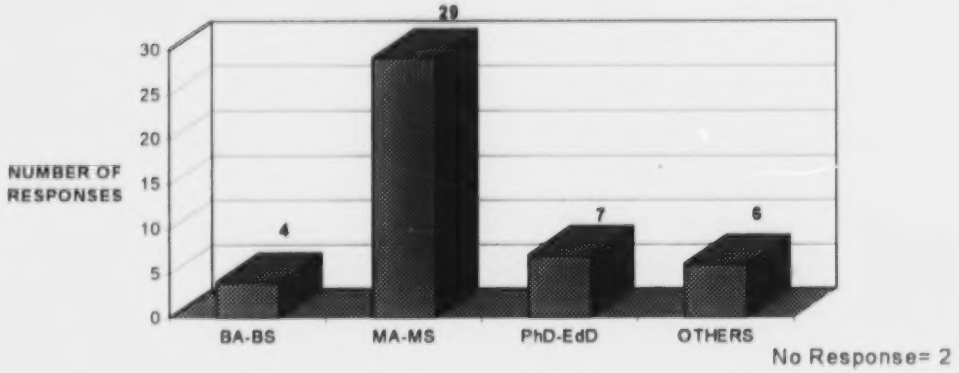


PROFESSIONAL EXPERIENCE

DEGREES EARNED

A substantial number of adjuncts have achieved degrees higher than a Bachelors'. Four (8.9%) out of 45 respondents earned their BA/BS degrees, 29 (64.4%) have obtained their MA/MS's, 7 (15.6%) hold their PhD/EdD's, and 6 (13.3%) indicated the classification of *Other* (Figure B-4).

FIGURE B-4: HIGHEST DEGREE OBTAINED BY ADJUNCT FACULTY AT JOHN TYLER -- MIDLOTHIAN



No Response= 2

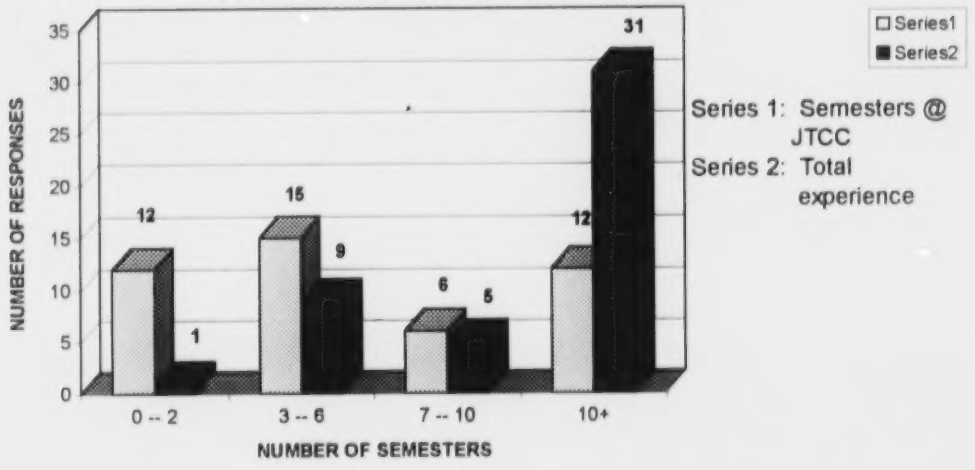
TOTAL SEMESTERS TEACHING EXPERIENCE

Nine (20.0%) of the 45 surveyed adjuncts have taught 3-6 total semesters in their vocations, while 5 (11.1%) adjuncts have taught 7-10. Thirty-one (68.9%) have taught more than 10 semesters in their educational careers, while just 1 (2.2%) adjunct indicated 0-2 total semesters of teaching experience (Figure B-5).

SEMESTERS TAUGHT AT JOHN TYLER--MIDLOTHIAN

In regards to teaching practice exclusively at John Tyler--Midlothian, 15 (33.3%) of the 45 who responded have at least 3-6 semesters of experience to their credit. Twelve (26.7%) adjuncts have taught only 0-2 semesters, 6 (13.3%) have taught 7-10 semesters, and 12 (26.7%) have exceeded 10 semesters. Many of the latter have spent their entire teaching careers at John Tyler--Midlothian (Figure B-5).

FIGURE B-5: ADJUNCT TEACHING EXPERIENCE



FREQUENCY OF PART-TIME TEACHING

Forty-three (95.6%) subjects responded to the question in relation to recurrent employment by circling a selection from *1* through *5*; *1* being *never before*, *3* being *often*, and *5* being *every semester*, to express levels of frequency. Twenty-six (57.8%) have had continual positions at John Tyler--Midlothian signified with *5*. Eight (17.8%) circled the option of *4*, describing their employment's from one semester to the next as fairly regular. Six (13.3%) adjuncts chose *3*. And finally, 3 (6.7%) indicated a *2*.

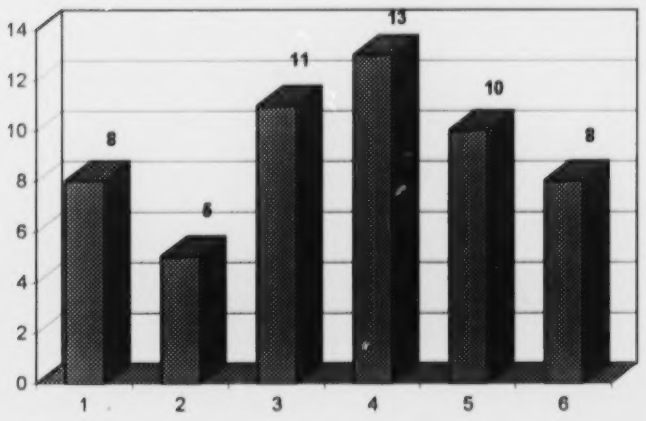
ENROLLMENT IN PROFESSIONAL STUDY

A significant number of John Tyler--Midlothian adjuncts are not enrolled in graduate study. Only 9 (20.0%) of the 45 surveyed are currently involved in such studies.

EMPLOYMENT OUTSIDE JOHN TYLER--MIDLOTHIAN

Subjects were instructed to check off all options that personally applied to them concerning professions outside instruction. Eight (17.8%) adjuncts rely primarily on their teaching for income. Eleven (24.4%) are employed full-time in separate professions, whereas 10 (22.2%) made selections of part-time employment in other professions. Five (11.1%) responses indicated full-time employment in education in comparison to 13 (28.9%) responses of part-time employment in education. The alternative option of *Other* received 8 (17.8%) marks (Figure B-9).

FIGURE B-9: ADJUNCT EMPLOYMENT OUTSIDE OF JOHN TYLER – MIDLOTHIAN



LEGEND

1= Not employed elsewhere
2= Employed full-time in education
3= Employed full-time in business/profession
4= Employed part-time in education
5= Employed part-time in business/profession
6=Other

No Response= 1

OTHER TEACHING EXPERIENCE

In checking all options that apply, the survey's results disclosed that 30 (66.7%) adjuncts have had prior teaching experience in a college or university. Thirteen (28.9%) have had some experience in educating students in high school, 11 (24.4%) in middle school, 6 (13.3%) in elementary school, and 1 (2.2%) in preschool. Another 13 (28.9%) responded to the *other* category, and 1 (2.2%) adjunct is currently in the midst of their first teaching experience.

COMMENTARY

The results of the John Tyler--Midlothian Adjunct Faculty Survey highly correlates with the findings of Deborah Carter, Cecilia Ottinger and their study of adjunct instructors. As in the case of John Tyler--Midlothian, adjuncts occupy more than half of all faculty positions in two-year institutions across the country. Male adjuncts outnumber females on a national status, however, at John Tyler--Midlothian it is the opposite. Regarding ethnicity, the results of our survey show that minorities are

highly under-represented on both local and national levels. In addition, national statistics indicate a majority of adjuncts have acquired their MA/MS's degrees, which positively compares to the conclusion obtained about adjuncts at John Tyler--Midlothian.

CONTRACT CONDITIONS

Adjuncts were surveyed in the following areas: satisfaction with salary, pay scheduling, opportunity to express class preferences, job security and contract extensions. Although some did not respond to all of the questions, their replies, along with written comments, are an important part of understanding the adjuncts' contract conditions at John Tyler--Midlothian.

In the results of our survey adjuncts' inadequate salaries presented itself as a major problem area. These results correlate directly to literature pertaining to adjuncts on a national level. N. Carol Eliason addressed this injustice by labeling adjuncts as "cost effective." Furthermore, Helen Twigg commented, "Adjuncts are paid 1/3 of what full-time professors are paid." The adjuncts at John Tyler--Midlothian also labeled their pay scale as "horrible" and made additional comments concerning their lack of benefits. One adjunct stated that "benefits are actually more needed than money."

Adjuncts were asked to rate their satisfaction level with their salary on a scale of 1 to 5, with 1 representing *Extremely dissatisfied*, 3 *Indifferent*, and 5 *Extremely satisfied*. Out of the 45 responses received, 19 (42.2%) marked either *Extremely* or *Mildly Dissatisfied* while 14 (31.1%) adjuncts marked *Mildly Satisfied*. Nine (20.0%) adjuncts marked *Indifferent* and no adjuncts were *Extremely Satisfied* with their salary. These results support the national data that adjuncts are grossly underpaid.

How satisfied are you with your salary?

Satisfaction Level	Number of Responses	Percentage
Extremely Dissatisfied	5	11.1%
Dissatisfied	14	31.1%
Indifferent	9	20.0%
Satisfied	14	31.1%
Extremely Satisfied	0	0.0%
No Response	3	6.7%
Total	45	100.0%

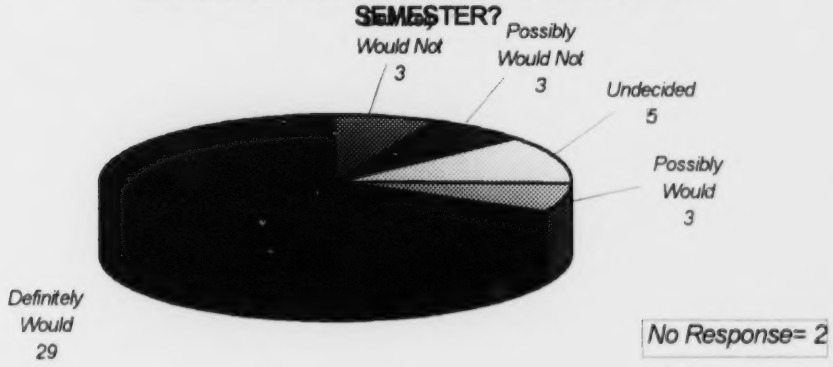
Questions about pay scheduling revealed that 37 (82.2%) adjuncts receive compensation twice per semester for teaching, and only 6 (13.3%) are paid bi-weekly. More than half of the adjuncts, 31 (68.9%) are satisfied with this pay schedule, while 12 (26.7%) are not. One respondent, who teaches "a number of short courses," also commented that the "Pay schedule for these is unknown & a moving target...Payment should consistently be no longer than 1 [week] after course completion." Other adjuncts expressed similar thoughts on this subject. The large percentage of adjuncts that are dissatisfied with their pay schedule seems to indicate a problem that should be investigated.

Another area examined concerned the adjuncts' security with their contract renewal for the following semester. Out of the 45 responses received, 28 (62.2%) adjuncts felt secure with their job contract being renewed. However, 11 (24.4%) indicated a lack of confidence in this area. A few of the adjuncts, 6 (13.3%), did not respond to this question. In addition, one adjunct commented, "I don't feel secure until I am contacted by phone."

Although the majority of adjuncts at John Tyler--Midlothian are obviously dissatisfied with their salaries, 29 (64.4%) definitely expressed an interest in having their contracts extended to include the next semester. Some of the reasons the adjuncts provided for wishing to extend their contracts are monetary needs, personal gratification from teaching and being better able to prepare for the upcoming semester.

However, 3 (6.7%) of the adjuncts responded that they *Definitely would not* be interested in extending their contract and 3 (6.7%) responded *Possibly would not* (Figure 6). Some of those not interested in renewal gave reasons for their decision. One adjunct expressed a desire to keep his contract "semester by semester in case of other possibilities." Another commented, "It would be hard to commit to days & times so far in advance."

FIGURE 6: HOW INTERESTED WOULD YOU BE IN EXTENDING YOUR CONTRACT TO INCLUDE NEXT SEMESTER?



When questioned about class preferences, the majority of adjuncts, 38 (84.4%), responded they are allowed to express their preference. Only 5 (11.1%) of the adjuncts surveyed said they are not given an opportunity to provide input in this area. The majority, 38 (84.4%), replied they are also permitted to voice their desired class time. A few of the adjuncts, 6 (13.3%), are not able to express their desire. Because no additional comments were noted in this area, one can only assume that adjuncts' preferences for classes and class times are respected.

Overall, adjuncts at John Tyler--Midlothian are secure with their job contracts and expressed an interest in contract extensions. These results contradict the idea that adjuncts are only hired on a short term basis and are expendable. Adjuncts here at John Tyler--Midlothian, in correspondence with adjuncts nationally, remain dissatisfied with their inadequate salaries and benefits, despite their satisfaction with pay scheduling and their desire for contract extension.

WORKING CONDITIONS

Our survey of the adjunct faculty at John Tyler--Midlothian asked questions concerning their working conditions at the college to see if their needs are being met. Adjuncts were questioned about the availability and importance of supplies provided by the college; meetings and communication at the college, (*Are you invited ... do you attend?*); evaluations on their performance; and the amount of contact they have with their supervisors, faculty, and peers.

MATERIALS

The most significant problem in the area of materials appears to be the knowledge of what is available. For example 18 (40.0%) out of 45 adjuncts say that the college provides multi-media equipment, 13 (28.9%) say it does not and 14 (31.1%) left the question blank. When it came to general materials for the classes like *pencil, paper, etc.*, a majority of 28 (62.2%) responded that these supplies are not available through the college. One adjunct commented that "The Midlothian campus seems to be slighted somewhat in reference to lab supplies. As an interested educator I supply my students with several supplies ... I need 5 - 6 fetal pigs. I've been informed I probably won't get them through the college."

For the most part, the adjuncts at John Tyler--Midlothian are receiving the things that they see as necessary for their classes. The more important supplies, such as audio-visual equipment,

multi-media equipment, repro-graghics, and a mail box are easy to obtain. The most important service that the college provides, according to the adjuncts, is repro-graphics: on a scale of *1* to *5*, *1* representing *not very important* and *5* representing *vitally important*, 26 (57.8%) out of 45 marked *5*. Rarer and more expensive services like electronic mail, voice mail, and use of a fax machine are viewed by the majority of adjuncts as not very important.

MEETINGS

Just over half of the adjuncts said they are invited to both Midlothian division meetings and their department meetings. In response to the question asking if they were invited to division meetings, 39 (86.7%) said that they are invited and 5 (11.1%) said they were not (Figure 9). When questioned about attendance 16 (35.6%) said *yes* they do attend the meetings, and 27 (60.0%) said *no* they do not (Figure 9). For department meetings 24 (53.3%) said they were invited and 21 (46.7%) said they were not (Figure 10). Only 9 (20.0%) said they attend the department meetings, 24 (53.3%) said they do not, and 12 (26.7%) left the question blank (Figure 10). The majority of the respondents say they are invited to the meetings at John Tyler--Midlothian, but only a third or less attend. Many comments were made showing reasons for not attending the meetings. The adjuncts said that they were in class either at this school or another, at another job, or "not paid enough" to go.

FIGURE 9: NUMBER OF ADJUNCTS RECEIVING INVITATIONS TO DIVISION MEETINGS VERSUS THE NUMBER WHO ATTEND

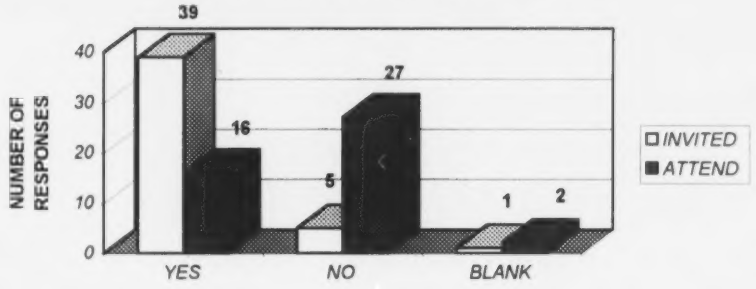
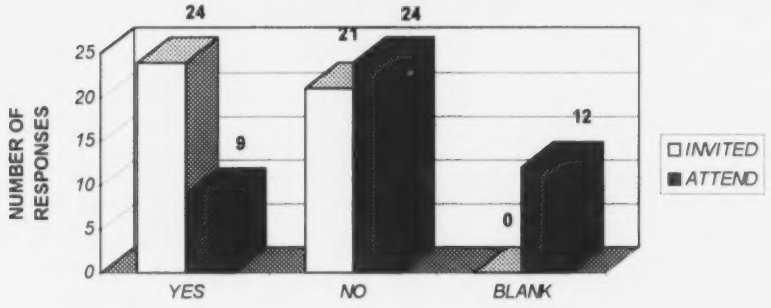


FIGURE 10: NUMBER OF ADJUNCTS RECEIVING INVITATIONS TO DEPARTMENT MEETINGS VERSUS THE NUMBER WHO ATTEND



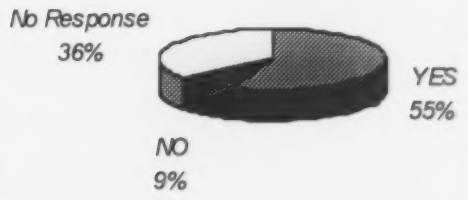
EVALUATIONS

A little over a third of the respondents 17 (37.8%) out of 45 left the question asking who are you evaluated by *other than students* blank (Figure 11A), and several checked more than one. The second part of the question asked if the evaluations were discussed with the adjunct. Again a

third, 16 (35.6%) chose to leave the question blank, 25 (55.6%) marked *yes* and 4 (8.9%) marked *no* (Figure 11B). According to the survey, those who are evaluated do have the evaluations discussed with them.

FIGURE 11A		
Other Than Students I Am Evaluated By:		
(some marked more than one)	*Response Number*	*Response Percentage*
Full-Time Faculty	*10*	*22.20%*
Faculty Chairperson	*16*	*35.60%*
Assistant Dean	*8*	*17.80%*
Dean	*0*	*0%*
President	*0*	*0%*
Blank	*17*	*37.80%*

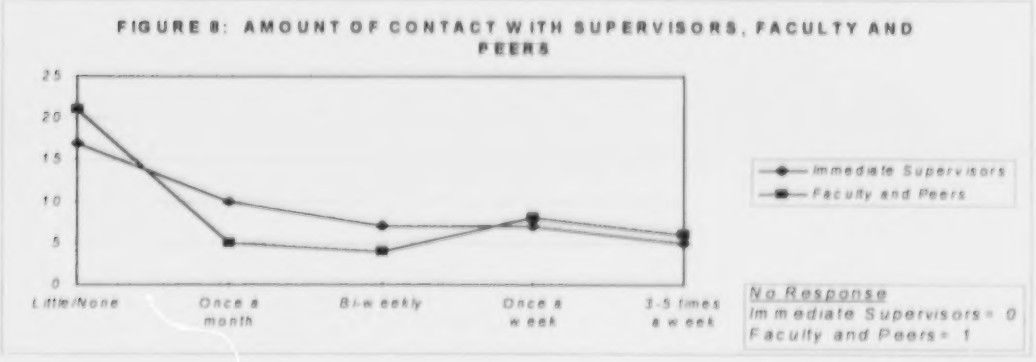
FIGURE 11B: EVALUATIONS DISCUSSED WITH ADJUNCTS



COMMUNICATION

Given a scale of *1* to *5* with *1* representing *Extremely dissatisfied*, *3* representing *Indifferent*, and *5* representing *Extremely satisfied*, the adjuncts were asked to rate communication with the administration. Thirty (66.7%) marked either *4* or *5* (Figure 12). Another question asked about the amount of contact the adjuncts had with their immediate supervisors, other faculty, and peers at the campus. The majority of the respondents said less than "Once a month" which indicates that from the adjuncts' perspective there is little on going communication between the faculty and administration and within the faculty itself (Figure 12 and Figure 8).

FIGURE 12		
Satisfaction With Communication From Administration		
	Response Number	*Response Percentage*
Extremely Dissatisfied	*3*	*6.70%*
Moderately Dissatisfied	*3*	*6.70%*
Indifferent	*9*	*20.00%*
Moderately Satisfied	*16*	*35.60%*
Extremely Satisfied	*14*	*31.10%*
Blank	*1*	*2.20%*



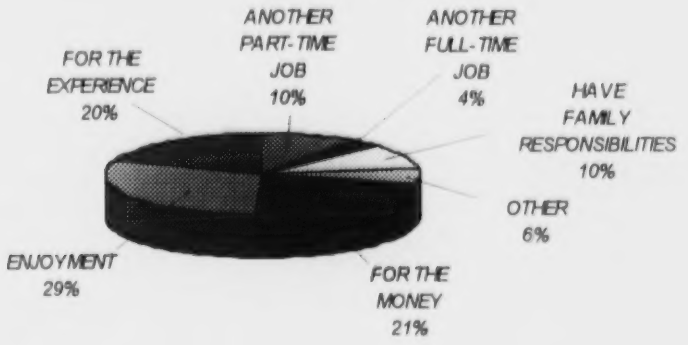
PROFESSIONAL DEVELOPMENT

Another imperative issue concerning adjuncts is that of professional development, or the furthering of their education and experience to broaden their skills in a particular field of learning. Twenty (44.4%) out of the 45 respondents indicated that they would attend seminars to advance their professional development. This expresses adjunct interest in bettering themselves as instructors. However, a full 39 (86.7%) of the answering subjects are either ignorant of, or have minimal knowledge of the Virginia Community College System's Professional Development Initiative. Only 6 of the adjuncts are familiar with the Professional Development Initiative and 4 of those currently have a Professional Development Plan of their own.

Although a majority 30 (66.7%) of the 45 responding adjuncts said that *Yes*, they would be interested in full-time positions were they available, 13 (28.9%) are content with their part-time jobs. This indicates to us a considerable amount of regard must be given to not only improving opportunities for professional development for prospective full-timers, but also to loyal part-timers.

Given a variety of selections, adjuncts were asked to choose all that applied in regard to reasons behind their part-time employment status. Thirty-three (73.3%) indicated they did so for the *enjoyment* of teaching, while 24 (53.3%) chose *money*. Twenty-two (48.9%) others said they taught to gain experience (Figure 16).

FIGURE 16: REASONS FOR CHOOSING PART – TIME INSTRUCTION
(Some marked more than one)



At the conclusion of this section we asked adjuncts to note their overall satisfaction with their teaching experience at John Tyler--Midlothian. The overwhelming number of adjuncts (43, 95.6%) indicated they were either *Extremely Satisfied* or *Satisfied* while only 3 (6.7%) indicated that they were either *Indifferent*, *Dissatisfied*, or *Extremely Dissatisfied*.

ADJUNCTS' WRITTEN COMMENTS

Following each section of the survey, space was provided for the responding adjuncts to make any additional comments that they wanted. This allowed for a better understanding of the adjuncts' feelings and attitudes. We have provided each written comment verbatim and organized them by question number from the survey (Appendix 3), providing explanation where necessary.

CONTRACT OBLIGATIONS

Most of the adjuncts felt secure with their contracts, although one adjunct mentioned that they don't feel secure until they are "contacted by phone." According to the results of the survey, adjuncts accept their contract salaries, but the comments reflect the idea that the salary is accepted because the adjuncts need the money and enjoy the teaching. As shown by the following comments on contract conditions, the adjuncts seem satisfied with their contract overall, but primarily because teaching as an adjunct is better than no job at all.

#1 [...*do you feel secure with your job contract?*]

- I don't feel secure until I am contacted by phone
- maybe all depends on Gov. Allen
- to an extent
- No contract yet received

#2 [concerning the opportunity to express preferences for classes and times]

- sometimes but not really

- But he does not seem to listen to the preferences I state

- Haven't asked

#3 [concerning adjunct satisfaction with salary]

- I do not appreciate a 30% pay cut without any notification until contracts were received after the semester started!! (Fall 94)

- Don't know it yet

#4 [*What is your pay schedule?*]

- Depends on the classes available each semester!

#5 [concerning satisfaction with pay schedule]

- No, I teach a number of short courses (4 night). Pay Schedule for these is unknown & a moving target...from 1 ½ wks after course completion to 6-8 wks. Payment should consistently be no longer than 1 wk. After course completion.

- It would be nice to get paid for Saturday (2 day) classes the week after the final Saturday.

- would be more frequent

#6 [concerning interest to extend contracts to include next semester]

- Job market non-existent -- need teaching experience only way to get the practice to build my vita

- It would be helpful to know your schedule in advance

- It would facilitate course-to-be-offered-next planning

- Enjoy my job as an educator

- I would like to keep it semester by semester in case of other possibilities.

- Need the money

- would like to teach
- I have been very satisfied working here and I need the money
- It would be hard to commit to days & time so far in advance
- if it's realistic
- decide after seeing it
- Better Planning
- fall (not summer)
- Only Adjunct - 1-2 Classes a semester
- This can assist in planning commitments/responsibilities

Additional Comments:

- The pay scale for an adjunct is horrible, and we have no benefits. The benefits are actually more needed than the money.
- Most levels of advancement involve teaching a certain number of years before you move to the next level. Normally two years or 60 credit hours. This means teaching 10 years if you only teach 3 credits per semester. I don't have a problem with the two years, but adjuncts are not suppose to be full-time.
- A copy of pay schedule based on levels of experience (semester of employment)
- I feel 45+ students are too many and it should become two classes. I think it is unfair that I am not pay an additional amount with such a class size.
- I made more money in 1990-91 ($28,000) teaching high school. College lectures are grossly underpaid
- I never know if I will be able to pay my mortgage (and other bills) from one semester to the next

- I believe adjunct faculty who have been with the college the longest should be given first choice as to what courses & at what times they would like to teach

- Feel do much of the work for very little pay. Currently teaching 3 courses with approximately 60 students yet paid a fraction of a full-time faculty

- Contract was retracted after signed to lower salary -- which was already considerably lower than what I have been paid for comparable work at three other Richmond Colleges and Universities.

- As an adjunct, I find it difficult to accept how much more pay full time members of faculty receive. It is the nature of the beast, however, but it does make me feel that I don't want to do any extra work (meetings, conferences)

- We were not told about our pay cut until we received our contract which we never receive until the semester has already started.

- This is the first class I've taught for Tyler. My class was an "overflow" of another class taught by another teacher. I have enjoyed the experience, and would enjoy teaching again.

WORKING CONDITIONS

Concerns were expressed by a few responding adjuncts about the availability of certain supplies. Because of the specificity of their comments, adjunct requests for supplies seem to reflect the concerns of individual instructors rather than the adjuncts as a whole. One person made the suggestion that the college might think about opening an account at an all-night copy service so that adjuncts could make copies they needed when it is convenient for their schedule. Schedule conflicts seemed to be the root of most problems with working conditions. This was especially true when adjuncts were asked if they attend departmental and divisional meetings (question #9, #10). Although many criticisms

were offered in the working conditions section, two people in the following responses did say that working conditions are better at John Tyler--Midlothian than other schools.

#7 [concerning audio-visual equipment]

- I only recently became aware of the electronic classroom but have not used it yet because it is broken. This equipment is a must for teaching hands on computer courses. A student brought comparable equipment in for my CIS176 (c programming) and we found:
  1) The need for background lighting so students can see the notes and keyboards
  2) Hard, if not impossible to project the image to the front of the classroom due to the classroom layout (RM107md)
  3) I do not see how the electronic class will fit in Rm 109 at all.

- This is provided by school I use for teaching

[concerning copying services]

- Midlothian needs a copier that we could use without restriction.
- Hard to use Chester copy center. It would be very convenient to have an account at Kinkos so adjunct faculty can make copies on their schedule (i.e. 2 am the night before class)
- limited
- w/ limitations
- limited to 100 - not even adequate for syllabus - I pay for my own copying

[concerning voice mail and e-mail]

- Voice and E-mail would be great IF the students used it. Hard to know if they would
- I have no idea.

[concerning materials]

- lab supplies limited
- pencil, paper: no chalk: yes

[concerning office space]

- We cannot get into the office unless we have another person unlock them

#8 [concerning contact with supervisors, etc.]

- as needed
- I only do one class

#9 [concerning division meetings]

- Full-time job obligations at scheduled meeting times
- I am not paid enough to attend -- so I don't go.
- Sometimes late notice
- They are often when I am teaching on campus or at another school.
- Actually I'm not sure. I get notices, but I can't tell whether I am invited.
- If possible
- whenever meetings don't conflict with classes I am teaching
- Teaching at VCU during meeting times

#10 [concerning department meetings]

- They are always offered during the day. I'm at work.
- sometimes late
- I assume we are invited to meetings. Because I am often on campus only 1 time a week, I often find out about meetings after the fact.
- There is just Patricia Harrison as full time biology instructor. We talk a lot about teaching biology. But it is hard to call 2 people talking a departmental meeting.
- If possible

- sometimes

#11 [concerning evaluations]

- Don't know
- Not that I am aware of.
- I don't know
- Grey Longacre has been extremely helpful to me. I took this class practically at the last minute. He has been supportive and most generous in the time he has spent working with me.
- Don't know
- Don't know

#12 [concerning satisfaction with communication from administration]

- This is a perfect example, I received this "survey" on march 21!!
- I initiate communication when needed.
- I would like a key to my office. I teach developmental courses & I have lots of papers and folders to take to each class, it is VERY inconvenient to have to go get someone to open my office.
- I enjoy working at the Midlothian campus. I enjoy the camaraderie among faculty and staff. I enjoy working under Carol Hollins administration. She is good & has the best interests of students, faculty & staff at heart. The administration she has created is that we are all working together toward a common goal. It's a good feeling.

Additional Comments:

- This Midlothian campus seems to be slighted somewhat in reference to lab supplies. As an interested educator I supply my students several supplies. Example this semester I need 5-6 fetal pigs. I've been informed I probably won't get them through the college. For the experience my students will get fetal pigs (just a recent example)
- It's better here than other work places I've known (VCU, VUU, & JSR)

- Due to the large number of adjuncts at this campus, I feel adjuncts do have input, but at a school like J. Sargent Reynolds they are only concerned that you show up. Your ideas make no difference

- Meetings are always mid-day. Most adjunct faculty have full-time jobs which precludes their participation in any meetings, function, etc.

- The week lead time for repro-graphics is difficult

- An adjunct meeting room would be nice with a phone and work space.

- Would be helpful if office space were made available and salary was increased

- Convenient office space can be improved

PROFESSIONAL DEVELOPMENT

The adjuncts seem to feel very isolated from the college and would probably like another faculty member to help them get acquainted with John Tyler--Midlothian. Also the results of our survey show that most of the responding adjuncts would like opportunities for professional development. Another prevailing response in the following comments concerned wishes for full-time work.

#13 [concerning interest in professional development seminars]
- Though I cannot make the one coming up this weekend

#14 [concerning the Professional Development Initiative]
- nothing to do with JTCC

- vaguely

- Thought it was for fulltime faculty only

#15 [concerning interest in a full-time position]

- in about eight years
- would need more info on what and salary

#16 ["Why did you choose to teach part-time?"]

- I hated the public school system, and college classes allow me free time to write books.
- No full-time job available
- Now, because full-time is not available. Before because of family.
- To get known.
- Hope to become full-time
- commitment to community
- contact with students and other faculty

#17 [concerning satisfaction with part-time teaching at JTCC]

- would like professional mentoring
- I would really like to teach at JTCC full-time but with family responsibilities, unfortunately the money would have to be there.
- I am impressed that JTCC will pay for adjuncts to attend a VCCS professional development meeting

Additional Comments:

- Professional development is unclear. I am qualified to teach full-time at a Community College -- do you mean development to advance to a four year institution or just different techniques in teaching. Most adjuncts hold several jobs and have no time to develop anything.

- I would love to teach sociology full-time and would be happy to contribute in many ways as a full-time faculty.
- I have really enjoyed my classes at JTCC. The staff have been extremely helpful.
- I enjoy teaching, but I do feel that this is little "guidance." I figured things out on my own.
- I hope at some point a full-time position would come available.
- Would like course/teacher evaluation feedback on a more timely basis
- I would like to continue to teach and develop classes for Tyler

TERMINAL COMMENTS

Overall, the adjuncts seem satisfied out of necessity and not by choice. There are still many aspects of their job they would like to change. Adjunct comments at the end of the survey as well as throughout present the idea that John Tyler--Midlothian needs to provide more guidance to the part-time faculty who are rather loosely organized.

- I teach five classes trying to support myself and I commute an hour each way, but I do enjoy the students at John Tyler.
- I am certified to teach 6 languages, have studied 13. I was the bilingual supervisor in charge of 212 schools, Title VII Supervisor and teaching trainer at the U of Memphis.
- Contract should be delivered before classes begin. We should also be compensated for such a large pay cut.

[This respondent also wrote a comment in the contract section regarding a 30% pay cut. We are not aware of such a pay cut.]

- Adjuncts should be paid more. We have more practical experience and are not given benefits, therefore our pay should reflect these strengths. Adjuncts should be independent contractors, not employees.

- I realize that this is not a 4 year university, but neither is a high school. Instructors need more leeway in teaching. I realize the school receives a large portion of state funds, however, if the cost is academic freedom, exactly what are we preparing the students for?
- I have enjoyed the faculty, students, and staff.
- Students have been interesting and enjoyable to work with.
- I have found teaching at JTCC to be an enjoyable experience.
- Good luck on the survey!

CONCLUSION AND RECOMMENDATIONS

According to the literature we reviewed, adjuncts are not satisfied with their working conditions. Many adjuncts feel that they have no connection with their schools; they are not involved any further than simply teaching. At John Tyler--Midlothian we realize the importance of adjunct participation to the success of this campus. Two English 112 courses collaborated and surveyed the 50 adjunct instructors at the Midlothian campus. Of the 50 surveyed, 45 (90.0%) responded, providing information for a strong and valid survey; however, because some adjuncts have taught at other JTCC locations, their responses to this survey may have been influenced by their experiences at these other campuses. We found that three specific areas are the major concern for adjuncts, both locally and nationally. These areas include communication, job satisfaction, and opportunity for advancement.

Deborah Carter's national survey, "Community College Faculty: A Profile," found that 62% of faculty are comprised of male instructors. At John Tyler--Midlothian, the ratio is 29 female instructors, to 21 male instructors. Forty-two percent of faculty members nationally consist of full-time instructors; whereas, at John Tyler--Midlothian only 20% of the instructors are full-time.

Lack of communication has tremendously affected the adjunct population and is one of the most detrimental problems. At John Tyler--Midlothian 38 (84.4%) of the adjuncts expressed satisfaction with the communication from the administration. However, 10 (22.2%) of the adjuncts see an immediate supervisor *Once a month*, while 17 (37.8%) of the adjuncts replied that there is little or no communication with these supervisors. When asked about department/division meetings, one respondent said, "I often find out about meetings after the fact." Another states, "They are often when I am teaching on campus or at another

school." Despite these obvious and significant communication problems, adjuncts expressed overall satisfaction in this area.

Another major problem involves pay and benefits. Twenty-eight (62.2%) of the adjuncts responded that they are either indifferent or extremely dissatisfied with their salaries. Due to tight budgets, salary increases may not be a realistic option for the college; however, offering benefits may satisfy these instructors. One teacher comments, "The benefits are actually more needed than the money."

Other concerns involve opportunities for advancement and contract conditions. When asked if the adjuncts would be interested in a full-time position, 30 (66.7%) of the teachers answered *yes*. Twenty-nine (64.4%) of the adjuncts also replied that they would be interested in contracts that include more than one semester. More efforts should be made to provide extended contracts to those adjuncts who are interested.

Adjuncts at John Tyler--Midlothian express overall satisfaction with their employment. When asked about their satisfaction here, 43 (95.6%) replied that they were either satisfied or extremely satisfied. One respondent said, "I have enjoyed the faculty, students, and staff," and another said, "I have found teaching at JTCC to be an enjoyable experience."

Based on the results of the Adjunct Faculty Survey, we have developed several suggestions to address four areas concerning the adjuncts:

COMMUNICATION

Many adjuncts expressed satisfaction with the communication at John Tyler--Midlothian; however, adjuncts were uninformed about meetings, schedules, and supplies. One adjunct states, "It would be helpful to know your schedule in advance." Here are some suggestions that may help with the communication problems at John Tyler--Midlothian:

- Developing a master schedule and distributing it to all faculty and staff which would offer several times and dates for meetings.
- Making meetings mandatory to ensure information is communicated to all adjuncts.
- Offering pay for attendance.
- Providing access to e-mail for all adjuncts to further alleviate communication gaps.

JOB SATISFACTION

Although adjuncts are generally satisfied with their working conditions at John Tyler--Midlothian, concerns are expressed in areas such as pay and benefits. One respondent states, "The pay for an adjunct is horrible,..." There are several suggestions to combat these problems:

- Administrators could lobby state governments in order to encourage the state to consider adjuncts' salaries when distributing funds for community colleges.
- Administrators might revisit the college's budget to fund salary increases for adjuncts.
- The college could explore offering group rate for insurance to adjuncts throughout the Virginia Community College System (VCCS), which would offer great savings to the adjunct at little or no cost to the college.

OPPORTUNITY FOR ADVANCEMENT

Adjuncts express extreme frustration when asked about job security. Many adjuncts at John Tyler--Midlothian teach at our school for a long time. The following adjunct states, "I never know if I will be able to pay my mortgage (and other bills) from one semester to the next." In order to satisfy these teachers, administrators could:

- Reward the adjuncts with extended contracts for their commitment.
- Try to open up more full-time positions and implement policies which enable current adjuncts to move into some of these slots.

FURTHER STUDY

There are many areas that our survey did not cover. Administrators must continue this type of research in order to improve conditions for all adjuncts. Some suggestions for research include:

- Survey all of the adjuncts at JTCC (Chester, Midlothian, and Ft. Lee) for a more complete understanding of adjuncts at the college.
- Interview or meet with the adjuncts that have been surveyed in order to follow-up with the results.

Adjuncts are becoming increasingly important in our college communities today. Administrators must realize their needs before problems become worse. If adjuncts' contributions to the college are continually overlooked, the quality of education may suffer. Adjuncts are not the problem; they offer opportunity, diversity, and specialization in academic areas which benefit the students.

APPENDIX 1

JOHN TYLER HISTORY

In 1965 Chesterfield Region Technical College was founded. Later that year the name was changed to John Tyler Community College (JTCC). In 1966 the curriculum was expanded to serve adult education, as well as freshman and sophomore course transfers to four-year institutions. The campus facilities were expanded in 1975 to accommodate the increasing number of students. Satellite campuses were developed at Ft. Lee and Midlothian.

The college is governed by the State Board for Community Colleges and the JTCC Board. It is funded by the state of Virginia and supplemented by the students' tuition and funds contributed by the 11 localities the college serves.

APPENDIX 2

JOHN TYLER MISSION STATEMENT

"JTCC is dedicated to the belief that all individuals should be given a continuing opportunity for development of their skills and knowledge along with an opportunity to increase awareness of their roles and responsibilities in society" (JTCC Student Catalog, Spring 1994, 7)

APPENDIX 3
SURVEY OF JTCC-MIDLOTHIAN ADJUNCT FACULTY

Contract Conditions

1. In terms of your contract being renewed for next semester, do you feel secure with your job contract? (please circle)

YES NO

2. Do you have the opportunity to express your preferences for: (please circle)

(a) Classes YES NO

(b) Class times YES NO

3. How satisfied are you with your salary? (please circle)
1 = Extremely dissatisfied 3 = Indifferent 5 = Extremely satisfied

1 2 3 4 5

4. What is your pay schedule? (please circle)

Twice/semester Bi-weekly

5. Are you satisfied with your pay schedule? (please circle)

YES NO

6. How interested would you be in extending your contract to include next semester? (please circle)
1 = Definitely would not 3 = Undecided 5 = Definitely would

1 2 3 4 5

Please explain. _____

If there is anything else you wish to comment on concerning your contract obligations as an adjunct at JTCC, please take this opportunity to do so.

_____

Working Conditions

7. As a part-time instructor, does the college provide the following?
Please circle YES or NO and then circle how important you feel each item is to your job.
1 = Not very important 3 = Somewhat important 5 = Vitally important

Audio-visual equipment	YES	NO	1	2	3	4	5
Multi-media equipment	YES	NO	1	2	3	4	5
Copying services	YES	NO	1	2	3	4	5
Office Space	YES	NO	1	2	3	4	5
Materials (pencil, paper, etc.)	YES	NO	1	2	3	4	5
School publications (newsletters, announcements, etc.)	YES	NO	1	2	3	4	5
Electronic mail	YES	NO	1	2	3	4	5
Voice mail	YES	NO	1	2	3	4	5
Fax machine	YES	NO	1	2	3	4	5
Mail box	YES	NO	1	2	3	4	5
Telephone	YES	NO	1	2	3	4	5

8. Please rate your amount of contact with: (please circle)

Immediate supervisors

Little/None	*Once a month*	*Bi-weekly*	*Once a week*	*3-5 times per week*

Faculty and peers

Little/None	*Once a month*	*Bi-weekly*	*Once a week*	*3-5 times per week*

9. Are you invited to Midlothian division meetings? (please circle) YES NO
If so, do you attend? YES NO

10. Are you invited to department meetings in your subject area? (please circle)

YES NO

If so, do you attend? YES NO

11. Other than students, are you evaluated by:
(please check the appropriate blanks)

_____ Full-time faculty
_____ Faculty chairperson
_____ Assistant dean
_____ Dean
_____ President

If so, are the results of this evaluation discussed with you? (please circle)

YES NO

12. Please rate, as a whole, your level of satisfaction with communication from administration at JTCC. (please circle)

1 = Extremely dissatisfied 3 = Indifferent 5 = Extremely satisfied

1 2 3 4 5

If there is anything else you wish to comment on concerning your working conditions as an adjunct at JTCC, please take this opportunity to do so.

_____

_____

_____

Professional Development

13. Please rate how likely you would be to attend seminars to further your professional development. (please circle)

1 = Definitely would not 3 = Undecided 5 = Definitely would

1 2 3 4 5

14. Are you familiar with the Professional Development Initiative? (please circle)

YES NO

If so, have you put together a Professional Development Plan of your own? (please circle)

YES NO

15. If a full-time position at JTCC was available to you, would you be interested? (please circle)

YES NO

16. Why did you choose to teach part-time? (please check those that apply)

_____ For the money
_____ Enjoyment
_____ For the experience
_____ Another part-time job
_____ Another full-time job
_____ Have family responsibilities
_____ Other (please specify) _____

17. Please rate your level of satisfaction with the part-time teaching experience at JTCC. (please circle)

1 = Extremely dissatisfied 3 = Indifferent 5 = Extremely satisfied

1 2 3 4 5

If there is anything else you wish to comment on concerning your opportunities/desires for professional development as an adjunct at JTCC, please take this opportunity to do so.

_____

Biographical Information

1. Date of birth _____

2. Gender (please circle) M F

3. Ethnicity _____

4. Highest Degree: (please circle and then specify)

BA/BS_____ MA/MS_____ PhD/EdD_____ Other_____

5. Semesters taught at JTCC: (please circle)

0-2 3-6 7-10 10+

6. Total semesters teaching experience: (please circle)

0-2 3-6 7-10 10+

7. Frequency of part-time teaching: (please circle)
1 = Never before 3 = Often 5 = Every semester

1 2 3 4 5

8. Currently enrolled in graduate/professional study? (please circle)

YES NO

9. Employment outside JTCC: (please check all those that apply)

_____ Not employed elsewhere
_____ Employed full-time in education
_____ Employed full-time in business/profession
_____ Employed part-time in education
_____ Employed part-time in business/profession
_____ Other (please specify) _____

10. Other teaching experience: (please check all those that apply)

_____ First teaching experience
_____ Preschool
_____ Elementary school
_____ Middle school
_____ High school
_____ College/University
_____ Other (please specify) _____

If there is anything else you wish to comment on concerning your employment as an adjunct here at JTCC, please take this opportunity to do so.

_____

_____

_____

THANK YOU FOR YOUR ASSISTANCE. ALL RESPONSES WILL BE KEPT STRICTLY CONFIDENTIAL AND WILL BE USED ONLY FOR THE PURPOSE OF INFORMING THE ADMINISTRATIVE BODY OF JOHN TYLER COMMUNITY COLLEGE ABOUT ADJUNCT FACULTY PERCEPTIONS OF WORKING CONDITIONS AND ENVIRONMENT.

APPENDIX 4

Number Surveyed: 50
Number Responses: 45

Subject Area Breakdown:

SUBJECT	NUMBER SURVEYED	NUMBER RESPONSES
Accounting	1	1
Art	1	1
Biology	3	3
Business Management and Administration	3	3
Child Development	1	0
Computer Information Systems	9	9
Computer Info. Sys./Office Sys. Mgmt.	2	1
English	5	5
English/Speech and Drama	1	1
French/German	1	1
Health	2	2
History	2	2
Marketing	1	1
Mathematics	4	4
Office Systems Management	2	1
Philosophy	1	1
Physical Education	3	3
Political Science	1	1
Psychology	4	3
Sociology	1	1
Spanish	1	1
Speech and Drama	1	0

APPENDIX 5

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Assignment: Working Conditions / Collation of Survey Results

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